Best Practices for Using Schoology to Implement Standards-Based Grading

February 16, 2018
Jack Ballard
**Purpose(s)**

- Provide guidance on the process a team needs to undertake to implement a standards-based grading system
- Illustrate how to use Schoology as a tool to support standards-based grading

**Outcome(s)**

- Participants feel empowered to implement standards-based grading within their own classrooms
Introduce Yourself to Someone You Don't Know

- Name
- School
- Subject
- Why this session?
About Me

- Assistant Principal at Gunn
- Support Science, Math, and CTE
- Support educational technology integration
- EdD candidate at San Francisco State University
- Researching the gap between research and practice and how this gap contributes to inequity
Definitions

Mastery Grading

- Multiple chances for students to demonstrate their knowledge until they show proficiency
  - Retakes
  - Alternate forms of assessment
  - Multiple opportunities to show mastery

Standards-Based Grading

- Grades are aligned with mastery on a defined set of course outcomes
Assumptions

- Convinced about the need for alternative grading systems
- Want tools and examples to support implementing standards-based and mastery grading
- Not a Schoology power user
What prior experience do you have with alternative grading systems?
Implementing Standards-Based Grading

1. Build a team
2. Develop guiding principles
3. Choose essential learning outcomes
4. Agree on a definition of mastery
5. Define a logic rule for assigning letter grades
6. Communicate, communicate, communicate
Build a Team

- Course team
- Administrator
Develop Guiding Principles

- We encourage a growth mindset.
- Students need to own their own learning.
- Grades should represent student learning.
- Therefore, students need to own their grades.
- Students deserve the opportunity to demonstrate their knowledge in multiple ways.
Choose Essential Learning Outcomes
Agree on a Definition of Mastery

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td>SOME</td>
<td>MOST</td>
<td>ALL</td>
<td></td>
</tr>
</tbody>
</table>
Define a Logic Rule

- Determine a score for each ELO
  - Most frequent score
  - Focus on most recent
  - Professional judgement
  - Knowledge of students
  - 1, 2, 2, 2, 2 -> 2
  - 3, 3, 3, 2, 2 -> 2
  - 3, 3, 2, 2, 3 -> 3
  - 3, 3, 3, 3, 4 -> 4
  - 1, 3, 2, 1, 3 -> 2?
Define a Logic Rule

A - Mostly 4s, some 3s, no 1s or 2s

B - Mostly 3s, some 2s and some 4s, no 1s

C - Mostly 2s, some 3s and some 4s, no more than one 1

I/F - Multiple 1s
Communicate

Students
- Lessons in class
- Grade self-assessment

Educators
- Counselors
- Case managers
- FOS/AVID

Parents
- Letter home
- Student homework
- Periodic communication
Implementing Standards-Based Grading

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GROUP RESOURCE – COURSE TEAM

- Select the group for your course
- Select “Options” and choose “Enable Learning Objectives” to create a folder
ADDING OBJECTIVES

- Select your learning objective folder
- Select “Add”
- Able to choose between custom objectives or state standards (Common Core and NGSS included)
CUSTOM LEARNING OBJECTIVES

- Give each objective an easy to read title
- Include the specific learning target(s) in the description
CONFIGURING YOUR GRADEBOOK

Categories
Grading Periods & Final Weights
CONFIGURING YOUR GRADEBOOK
Final Grade Settings
CONFIGURING YOUR GRADEBOOK
Creating a mastery scale
### Gunn Staff: Professional Learning 2016 – 2017

#### Student Achievement • Learning Objectives

<table>
<thead>
<tr>
<th>Student Averages</th>
<th>MA.8-12.G-C..</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdul, Allison</td>
<td>-</td>
</tr>
<tr>
<td>Adams, Judith</td>
<td>-</td>
</tr>
<tr>
<td>Ames, Steven</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Mastery Settings

- Export Summary
- Export Detail All Students

**Configuring Mastery View**
CONFIGURING MASTERY VIEW
ADDING STANDARDS-ALIGNED ASSIGNMENTS

[Image of Schoology interface with options to add materials and assignments]

[Image of Create Assignment window with options for name, description, due date, category, scale/rubric, and grading options]
ALIGNING AN ASSIGNMENT USING A SCALE
ALIGNING AN ASSIGNMENT USING A RUBRIC

Select a scale if you want to replace your current grading scale(s). This action cannot be undone.

Criteria | Grading Scale
--- | ---
Add Title | 4 Exceeds standard
Add Description | 3 Meets standard
1 Approaches standard
2 Does not meet standard

TOTAL POINTS: 4
ADDING STANDARDS-ALIGNED ASSESSMENTS
ALIGNING INDIVIDUAL QUESTIONS
Recording Feedback

- Normal Schoology workflow
- Use mastery view to help determine ELO scores
- Record a letter grade after each unit
  - Manual grade override
RECORDING RETAKES/REVISIONS

• Replace the score
• Can be automated by allowing multiple attempts or submissions
• Don’t have a record of learning progress in mastery view

OR

• Make a copy of the assignment or assessment
• Individually assign to students
• Allows you to only assign a retake once students demonstrate they are ready (reflection or task completion)
• Keeps retakes confidential
• Can make multiple copies to develop personalized retakes
Mastery View - Overview
Viewing Achievement by Individual Learning Objective
View Achievement by Learning Objective

**SCI.5.4.5.9.C**
Predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways; and

**SCI.5.4.5.0.A**
Observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements.
View Achievement By Individual Student - View for Determining ELO scores

Grade 5 Scores: Section 1

Annie Raymond's Objectives Report

Learning Objectives | Grade | Progress
---|---|---
SC1S.9.A | 3 |
Observe the way organisms live and survive in their environments by interacting with the living and non-living elements.

SC1S.9.B | 4 |
Describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers.

SC1S.9.C | 2 |
Predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of
GETTING ALL PARENTS ON SCHOOLELOGY

• Access your course
• Select "View Course As" from "Course Options"
GETTING ALL PARENTS ON SCHOOLELOGY

- Parent names listed under student names
- Find parents to contact via email or phone